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Scotland Reads

TUTOR MANUAL

PAIRED READING PARTNERS



Scotland Reads

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CREDITS AND ACKNOWLEDGEMENTS

CREDITS

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Learning and Teaching Scotland gratefully acknowledges the input of Professor Keith Topping from Dundee University. Professor Topping trained the volunteers during the 2005–2006 Scotland Reads pilot, and has produced a wide range of material on peer tutoring.

For further information, visit

www.dundee.ac.uk/eswce/staff/kjtopping.php

www.dundee.ac.uk/eswce/research/projects/trw

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- Our partner, the Scottish Government.

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INTRODUCTION

TUTOR MANUAL DESIGN AND LAYOUT

Welcome to Scotland Reads Paired Reading Partners and your training manual! The manual has been designed to provide a thorough yet user-friendly way to help you use paired reading techniques and to prepare for working in schools. Your training will explain things clearly to you and your skills will progress throughout the sessions.

The training has been divided into three sections:

Session One

Session Two

Session Three

The first two sessions contain the essential elements you need to use paired reading as a tutor. The third session gives you the chance to develop your skills further.

This main training handbook is accompanied by a CD. It contains some resources that you will use regularly and that you will need to make copies of. For example, you will use the 'Paired reading diary' to record information about your session. This can be easily printed out from the CD to make duplicate copies.

Each session has been given its own illustration to help you find materials easily. The illustrations have been based on different types of texts that children enjoy reading.



Session 1



Session 2



Session 3



CAUTION

Advice is given about areas where you should proceed with caution and think about suitability of resources and strategies for individual tutors and pupils.



HANDY HINTS

Here you will find useful tips and ideas.

LANGUAGE USED

Throughout the manual certain terms have been used when describing resources. They are:

TEXTS

Sometimes the word 'text' has been used instead of 'book'. When referring to texts, we are referring to a wide range of reading resources. These resources might include websites, blogs and graphic novels.

READING MATERIALS

This term is used in a similar way to 'texts'. For example, when looking at selecting reading materials, tutors are encouraged to look at a variety of texts and not just conventional books.

FICTION

Fiction refers to texts where writers use their imagination to invent plots, characters and settings. Some examples are picture story-books and novels. Fiction is not based on fact or true events.

NON-FICTION

Non-fiction is based on fact rather than the imagination. Examples could be a book about how plants grow, an encyclopaedia or a biography.

LEARNING STYLES

People have different learning styles; with this in mind, the training has been designed to cater for the needs of kinaesthetic, visual and auditory learners. Not sure which type of learner you are? Here's a brief explanation of these learning styles:

VISUAL

Visual learners learn best when seeing or watching things. For example, learning situations they favour may include looking at diagrams, graphics, films, etc. When a visual learner is trying to remember something, you may see them looking into the distance as they try to visualise.

AUDITORY

Auditory learners learn best when listening. They may favour listening to lectures, podcasts, etc. Traditional methods of teaching were heavily based on auditory learning.

KINAESTHETIC

Kinaesthetic learners learn best by doing things. For example, they may find it useful to try things out, play games, take part in team activities, etc. They may not learn so well when sitting listening for long periods of time.

There are plenty of opportunities given for active participation in learning, and you will be able to try out the paired reading method during your training. As well as listening to your trainer, you will watch some interesting film footage and some PowerPoint slides will be used to help you focus.

However, the course itself is fairly intense, and you may need reinforcement of certain points. Don't be afraid to ask questions; the atmosphere in the training sessions will allow you to feel comfortable enough to say when you are not sure of something. The tutors sitting next to you may want to ask the same question! The trainers know that tutors are not trainee teachers, and that most of the things demonstrated will be new to you. Don't just use the manual during your training sessions: you will find that it is a useful tool to dip in and out of throughout your placement.

RESEARCH BASE

This training manual has been devised using a variety of information, including volunteer, pupil and teacher experiences and the training used during the 2004–05 pilot of Scotland Reads. The volunteers from the pilot were trained by Keith Topping, Professor of Educational and Social Research at Dundee University. Professor Topping is renowned for his work on peer learning and other forms of non-professional tutoring in core skills. The paired reading techniques that formed the basis of volunteer training in the pilot have been adhered to in this manual.

TRAINING GOALS

The goals or aims for your training sessions are things that you want to achieve.

The training sessions will allow you to:

- Have a clear understanding of the purpose of Scotland Reads
- Have a clear understanding of your roles and responsibilities within the Scotland Reads Paired Reading Partners project
- Meet with other tutors and share experiences, questions and concerns
- Prepare for working in schools and deal with social and organisational issues
- Understand how to relate to pupils
- Develop paired reading skills through trainer instruction, observation and role-play
- Organise relevant paperwork for noting pupil progress
- Help pupils select appropriate and interesting reading material
- Develop paired reading skills further
- Think about transferable skills you have gained through Scotland Reads Paired Reading Partners.

Well done for choosing to get involved in this worthwhile project and good luck with the Scotland Reads experience!



Scotland ReADS

TUTOR MANUAL

SESSION ONE MATERIAL





OUTLINE OF TRAINING

During Session One of your training you will:

- Learn some background information about Scotland Reads Paired Reading Partners.
- Find out what your roles and responsibilities are as a Scotland Reads tutor by looking at the 'Procedures, roles and responsibilities for tutors' chart. The chart gives you a step-by-step guide to the tasks you will carry out. You will find it useful to refer to this throughout your placement.
- Be prepared. Organisational Issues such as transport will be dealt with and you will complete an 'Organisational issues proforma'. You will also have the 'School induction leaflet' explained to you.
- Learn how you can get to know your pupils and their attitudes towards reading through the 'Getting to Know You' questionnaire. This should be done with pupils when you first meet them and will help you when you are thinking about what to read together. You can fill out a questionnaire too alongside the pupil.
- Get some hints for starting to working in schools through the 'General pointers' information.
- Learn how to use basic paired reading techniques and use them in role-play with other tutors. You will watch some film footage of volunteers from the pilot working with pupils and hear from teachers and pupils just how successful Scotland Reads has been. The basic techniques are given in the 'Basic guide to paired reading – getting started'.
- Think about words and phrases that you can use to encourage pupils. These are highlighted in 'Ways to praise'.
- Know what to do if you have concerns about a child's welfare. Information is given in 'Child Protection for tutors'.

SCOTLAND READS PAIRED READING PARTNERS



BACKGROUND

Since 2005, Learning and Teaching Scotland has been working in partnership with the Scottish Government, ProjectScotland and pilot authorities to place young volunteers aged 16–25 in schools where they have been supporting literacy skills through paired reading. The pilot also aimed to develop a number of skills in the volunteers

themselves, from communication and organisation to the enhancement of their own reading skills. The initiative was based on sound academic research, with the expertise of Professor Keith Topping from Dundee University being utilised to evaluate the pilot and provide volunteer training materials.

Teachers observed that pupil motivation, in terms of being more inclined to choose books and read independently, has been heightened, alongside self-esteem and belief in abilities to read with understanding and for pleasure. Interestingly, pupils did not view these sessions as a stigma in that they had been singled out, but rather felt privileged to have been chosen to have a reading partner. Parents were also most appreciative of the one-to-one input that their children received during the paired reading sessions. Working closely with pupils had been a worthwhile and inspiring experience for the volunteers, who had found the schools to be welcoming places.

Building on the success of the volunteer model of Scotland Reads, LTS is now delighted to launch Scotland Reads Paired Reading Partners. This new training model will give all authorities the opportunity to involve their young people in paired reading, whether or not they have access to volunteers. Classroom assistants, pupils and parents can now receive comprehensive training in paired reading, and pupils can reap the benefit in terms of increased engagement and self-esteem.



SCOTLAND READS ORGANISATIONAL PLAN

Scotland Reads Paired Reading Partners – Procedures, Roles and Responsibilities for Tutors

TASK	LOCAL AUTHORITY	IN-SCHOOL CO-ORDINATOR	TUTOR
<p>Tutors identified and matched to schools</p> <p>Tutors meet with schools</p>	<p>Contact and information sharing with identified schools – tutor names and relevant details.</p> <p>Local Authority Co-ordinator contacts schools and tutors to arrange initial meeting within two weeks of tutors being identified, if appropriate.</p>	<p>Tutors meet In-School Co-ordinator and are given walk-round of school if appropriate. Discussion as to mutual suitability, approx number of pupils targeted and age group, and expectations of both parties. Use LTS or own induction material.</p> <p>Information given on projected start dates, accommodation, pupils involved, school procedures and routines, contact person in school and timetabling.</p> <p>Regular meetings established, eg once a week for 10–15 mins.</p>	<ul style="list-style-type: none"> Complete disclosure form if necessary (tutors not already working in schools). It is recommended that sixth year students, parents, etc, undergo disclosure. Visit school – given tour and induction, meet In-School Co-ordinator, school induction leaflet received Ensure information on school induction leaflet kept safe

TASK	LOCAL AUTHORITY	IN-SCHOOL CO-ORDINATOR	TUTOR
Training of tutors	<p>Training manual issued to tutors.</p> <p>Two initial training sessions prior to commencement in schools.</p>	<p>School aware of training programme and expectations of tutors.</p>	<ul style="list-style-type: none"> Attend two-day training programme hosted by Local Authority Co-ordinator or school if appropriate on how to do paired reading, basic organisation and engaging with schools and pupils. Review learning and points raised in training prior to starting in school.
<p>Observations organised</p> <p>Disclosure confirmed</p>	<p>Input to schools arranged to observe paired reading sessions – three sessions per tutor in total. Please note that in the absence of a Local Authority Co-ordinator, observations can be done by the In-School Co-ordinator.</p> <p>Certificates sent from Disclosure Scotland to local authority.</p> <p>Local authority to contact schools to inform disclosure granted.</p>	<p>Final timetable drawn up.</p> <p>Timetabling to include visits from Local Authority Co-ordinator.</p> <p>Contact tutors to inform disclosure received if appropriate and to confirm start times and arrangements.</p>	<ul style="list-style-type: none"> Arrange start date with school. For those who have undergone disclosure: once disclosure is through, if not heard from school once certificate is received, call school to ensure they know disclosure granted.



TASK	LOCAL AUTHORITY	IN-SCHOOL CO-ORDINATOR	TUTOR
<p>Tutors commence placement</p> <p>Blocks of six weeks</p>	<p>Three monitoring sessions per tutor undertaken for the duration of the partnership.</p> <p>Feedback given and recorded.</p> <p>Session Three of paired reading training provided at some point throughout placement.</p>	<p>Pupils and teachers informed as to purpose of project and what it will involve for them.</p> <p>Tutor attendance recorded by agreed person where appropriate.</p> <p>Tutor and pupil sessions monitored informally by In-School Co-ordinator.</p> <p>One opportunity per tutor per term to meet with class teachers given.</p> <p>Regular meetings maintained.</p> <p>Parent updates distributed.</p>	<ul style="list-style-type: none"> ● Start placement ● Pupils receive paired reading tuition: three half-hour sessions per week or as appropriate to school needs ● Spend time gathering resources and suitable selection of books ● Use 'Getting to Know You' record with pupils and keep on file ● Keep record of pupil sessions in 'Paired Reading Diary' ● Meet with In-School Co-ordinator regularly ● Complete 'Parent Updates' with pupils at end of each block of six weeks. ● Review feedback and action points given by Local Authority or In-School Co-ordinator ● Attend further training sessions

SCOTLAND READS ORGANISATIONAL ISSUES PROFORMA

DISCLOSURE

Your disclosure form will have been provided by and completed with the local authority or school. You will be contacted by Disclosure Scotland to tell you when your disclosure application has been successful, and your school will also be notified. The school will then be in contact with you to arrange a date for you to start your tutor input. Disclosure should take around 4–6 weeks from the date that the form was completed and sent to Disclosure Scotland.

SCHOOL DETAILS

You will be matched to a school and should record the details here:

SCHOOL NAME: _____

ADDRESS: _____

TEL NO: _____

IN-SCHOOL CO-ORDINATOR: _____

Please note that you will receive these details again when you visit the school for your induction (some of you may have already had your induction visit) and that the details will be recorded on your School Induction Leaflet. An example of this leaflet is provided in your Tutor Manual.



TRAVEL

It is best to be prepared for the daily journey that you will make to and from school in the coming months. Your Local Authority Co-ordinator will have investigated some options for you, and you should supplement these with your own findings. Your Local Authority Co-ordinator will give you some advice about how to contact travel centres, useful websites, etc. Please record your travel details here:

OUTWARD JOURNEY - LEAVING FROM/METHOD OF TRANSPORT:

TIME TAKEN FOR JOURNEY:

TIME OF TRAIN, BUS ETC:

ARRIVAL AT SCHOOL TIME (INCLUDE TIME TAKEN TO GET FROM BUS STOP, STATION, ETC TO SCHOOL):

RETURN JOURNEY - LEAVING FROM/METHOD OF TRANSPORT:

TIME TAKEN FOR JOURNEY (INCLUDE TIME TAKEN TO GET FROM SCHOOL TO BUS STOP, STATION, ETC):

TIME OF TRAIN, BUS ETC:

TRAINING SESSIONS

Your first two training sessions will prepare you for working in schools and delivering paired reading. You may then attend further sessions to help you improve and give you the opportunity to share experiences with the other tutors in your authority.

DETAILS OF FORTHCOMING SESSIONS:

This image shows a full page of handwriting practice paper. It features multiple sets of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is white, and the lines are a light gray or blue color. There is no text or other markings on the page.

PAIRED READING PARTNERS

TEL:




This image shows a blank sheet of white paper designed for handwriting practice. It features ten evenly spaced, vertical dashed orange lines running from the top to the bottom of the page. These lines are intended to guide the placement and width of letters as they are written. There are no other markings, text, or illustrations on the page.



smarter
scotland
SCOTTISH EXECUTIVE

Key staff, relevant policies, IT availability, etc.



-----SCHOOL
INDUCTION HANDBOOK
ESSENTIAL INFORMATION
FOR TUTORS

SCHOOL TIMES
MORNING ENTRY BELL

MORNING INTERVAL

LUNCH

AFTERNOON INTERVAL

HOME:

TERM DATES:
AUTUMN

WINTER

SPRING

SUMMER

IN-SCHOOL
CO-ORDINATOR DETAILS

FIRST AID

FIRE PROCEDURES

DRESS CODE

PUPIL COLLECTION
ARRANGEMENTS

FEEDBACK ON PUPILS GIVEN

TUTOR ATTENDANCE
RECORDED BY (IF
APPROPRIATE):

STAFFROOM AND LUNCH
ARRANGEMENTS (GENERAL
ROUTINES, TEA/COFFEE
ROTAS, SCHOOL MEALS)

SCHOOL TRIPS/EVENTS
PLANNED

ANY OTHER INFORMATION



GETTING TO KNOW YOU

PUPIL: _____
AGE: _____
SCHOOL: _____
TUTOR: _____

What do you like to do outside of school/as a hobby?

What sort of music do you like to listen to?

What TV shows do you like to watch?

What sort of TV shows do you not like?

How often do you read at home?

What sorts of books do you like reading? Do you have a favourite author?

What sorts of books do you least like reading?

Apart from books, what else do you read? (Comic books, magazines, graphic novels, etc.)

Do you have a favourite website and/or computer game?

WORKING WITH SCHOOLS

GENERAL POINTERS

When you start in schools, the In-School Co-ordinator will provide you with a timetable outlining when you do your paired reading sessions, and the names and details of pupils. They will be aware that you may have to attend events or training sessions occasionally. If you are ill or have unavoidable appointments or commitments, let the school know as soon as possible so that they can inform the teachers and pupils of timetable changes. Schools should let you know in advance of any school trips planned or other changes to the timetable, and you will be given details of holiday dates.

During your first week, you will meet the pupils you are working with and the school staff. Some of you, such as classroom assistants, will know staff already. In your role as a paired reading partner, staff will be aware that you are not adopting the role of a teacher, and will welcome your input and the time you will spend contributing towards making their school a great place to be. The In-School Co-ordinator will be your first point of contact in the school and can offer you support. Both the pupils and the staff know about your placement and the purpose of the activities you will be involved in. When you first meet the pupils, you will complete the Getting to Know You questionnaire with them – this will help you find out a bit about their general likes and dislikes and their reading habits, and let the pupil get the same information from you. You should try to put pupils at ease and establish a rapport from the start. Remember, first impressions count! The pupil may be a bit nervous or withdrawn at first and take some time to get to know. Encourage the pupil to talk about their interests and about themselves, but don't ask or answer questions of a very personal nature. Prompt pupils by asking them open questions (why, what, where, etc) rather than closed questions which may result in yes or no answers. Explain to them what you will be doing together (paired reading method) and let them know that you will help them select suitable reading materials that they will be interested in.

You are acting as a role model for pupils and they will follow your example. Be positive about reading; help the pupil to understand how reading is an essential part of everyday life, and how it can be a worthwhile and enjoyable experience. When reading with pupils, encourage them and praise progress, however small. Be aware of your body language – children are very quick to work out when you are not being sincere. Try not to push the pupils too hard – whilst you want to challenge them, they need support and too much challenge too soon can be off-putting – one of your aims is to boost their confidence.

You will build a close relationship with the pupils – however, do not get too involved in their personal problems – see Child Protection for Tutors. You cannot contact pupils outside of school, and should not let them know details of where you live.

There may be times when pupils are particularly challenging or you have had moments of stress in your own life or with a member of staff. As you know already, working with children requires a high level of professionalism, and it is important that you deal with stresses and do not let them affect your interaction with pupils. However, remember that you are not alone: let the In-School Co-ordinator know of any concerns with pupils, and you can share concerns about staff or with matters in your life outside of school.



A GUIDE TO PAIRED READING GETTING STARTED

WHY?

Paired reading is a tried and tested method. It gives pupils more choice and control in reading and therefore can lead to greater enthusiasm. Selecting their own reading materials gives pupils a sense of ownership and of their interests being valued. They also exercise choice when deciding whether to read alone or together. There is ample thinking time given, and pupils are not under pressure to get words right on their own, but are given help with pronunciation and meaning. They also have an excellent example in their reading partner, who acts as a role model for using expression, etc. There is emphasis on questioning, so that pupils understand what they are reading and are not just decoding the words. The pupil's confidence is boosted because they are given praise and one-to-one attention. It has been shown that pupils become more positive about reading in general as a result of paired reading sessions, and feel encouraged to read more independently.



CAUTION

You should stick with the basic method of paired reading for around 6 weeks to give pupils the best experience of the advantages of reading together. Your third session will give you suggestions for adapting and expanding your approach once the essential paired reading techniques have been used for the required time.

WHAT?

See 'Selection of reading material' for advice on how to select suitable, high interest and varied material. Remember, what you read together should not be so easy that the pupil has absolutely no problems reading it alone – you are assisting them in reading. However, the materials should not be so difficult that the pupil struggles to read them and loses confidence.

HOW?

BEFORE READING

It may seem obvious, but start by making sure that both you and the pupil are comfortable and sitting side by side so that you can read together. If the book or text you are reading is new, talk about the title, front cover, blurb and illustrations and make connections with what the pupil knows already. Refer to the 'Before reading' section of your training manual for more detail. If you are continuing with a book selected before, then recap information learned or the storyline as appropriate. You may also wish to have a general chat with the pupil before starting about their days at school, interesting things they have done or books that they have read when not with you. Doing this for the first few minutes of your session will relax the pupil and help them feel that you are interested in them.

DURING READING

Begin by using the basic tried and tested paired reading techniques.

Reading together: Start by reading together. The pupil and you should read together at the same pace. If the pupil is reading too slowly or quickly, then they should adjust their pace to mirror your pace. Once you have done a few sessions and got to know the pupil better, you should both be starting to get

into a good reading rhythm. You may wish to point to words or run your finger alongside the print, but only if you think the pupil is having difficulty following or concentrating.

Errors: If the pupil makes an error, allow four seconds approximately for them to self-correct. If they don't manage to get the word correct, then say the word for them and ask them to repeat it correctly. You then both continue to read together. Remember to praise the pupil for their team effort. Whilst reading together, there will be fewer errors made than when the pupil is reading alone.

Interacting and discussing: Pause every so often to ask questions, discuss interesting points and meanings of words, look at illustrations and relate reading material to experiences. Questions should be open, using words such as 'who', 'what', 'why', 'where' and 'when' to draw out useful responses. Your aim is to help the pupils interact with and get meaning from what they are reading as opposed to reading without thinking and simply decoding the words. More details can be found in the 'During Reading' section of your training manual, and you will receive focused input on this in your third training session.

Reading alone: At some point the pupil will wish to read alone. You should agree a signal for this that the pupil is comfortable with. The signal can be a tap, a knock on the table, etc. Praise them for this, and then let the pupil read alone. If they make any mistakes, allow them four seconds approximately to put the mistake right. If they get it right, praise them again and allow them to continue reading alone. If they get it wrong, read the word for them and ask them to repeat it. Act sensitively and ensure that the pupil does not feel upset or embarrassed at getting it wrong. Explain that you as a reader sometimes come across words that you are unsure of. You then go back to reading together and follow the same procedures until the pupil signals that they wish to read alone again.



HANDY HINTS

This paired reading process should be explained to the pupils at your initial meetings with them.

Some more ways to help pupils during reading will be highlighted in another session.

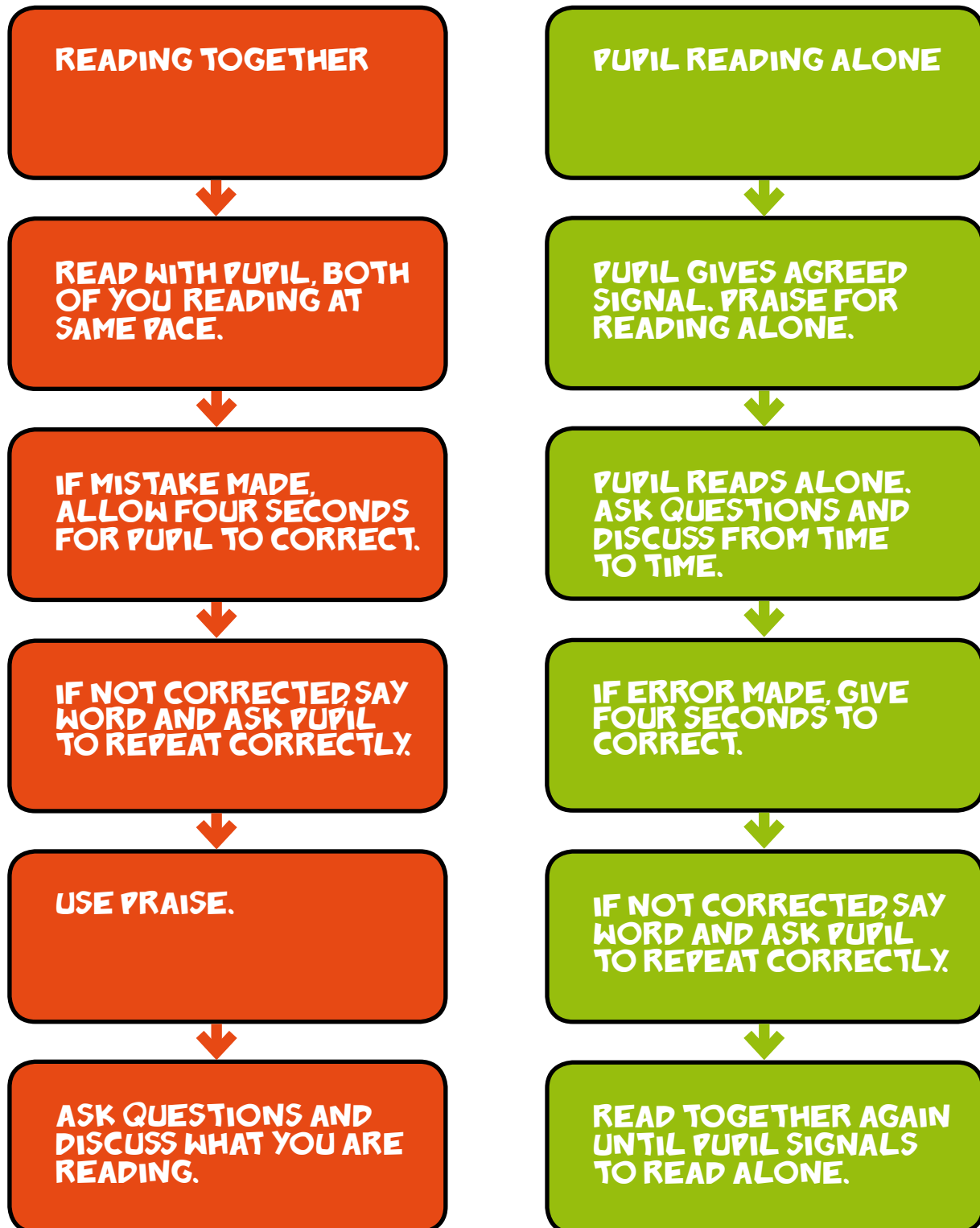
AFTER READING

When your session is drawing to a close, you can sum up with the pupil what you have both read and ask questions. Thank them for their time and talk about what they might like to do at the next session and how they feel that they are getting on. Record notes on the session in the 'Paired Reading diary'.

Some more ways to help pupils after reading will be highlighted in Session Three.



DIAGRAM OF PAIRED READING QUICK REFERENCE



WAYS TO PRAISE

Praise is a very important part of paired reading. It recognises pupil effort and achievement, and raises self-esteem and confidence. Just think how good you feel when someone praises what you are doing!

You should use praise when pupils attempt to correct words, when they get words right, when they contribute to discussions, when they signal to read alone, when they read with expression and at any time you feel it is appropriate. Praise should be used regularly, but don't overdo it! Think about your body language – smile and show that you mean what you say.

SUGGESTED WORDS AND EXPRESSIONS YOU CAN USE:

Well done!

Good, fantastic, brilliant, etc

You put a lot of expression into that

You are trying really hard

You've put a lot of effort in today

I've enjoyed reading with you today

You read that bit really well

You understand what you are reading

You tackled those hard words brilliantly

Your reading is really improving/getting better

You used that punctuation properly

Thank you for paying attention/not being distracted

Great discussion

Well done for reading alone

You've read lots of different things

The list could go on, but these are just a few suggestions to get you started.



CHILD PROTECTION GUIDANCE FOR TUTORS

When delivering paired reading sessions, you will come into close contact with children and will be viewed by the pupils as a role model and someone they can trust. There may be times where through conversations or observations you become concerned about a child's wellbeing. Child protection is the responsibility of all adults who work with children, and there is a duty of care to report any concerns as to abuse, neglect or harm.

Harm and neglect can be classified as deterioration in physical, mental, social, intellectual or emotional health and development. Abuse can take the form of emotional, physical or sexual abuse. Abuse can be further categorised as:

Physical injury: Injury inflicted on a child, the intention to injure a child or knowingly not preventing the injury of a child.

Emotional abuse: This is where basic emotional needs are not met and the wellbeing of a child suffers – this can be demonstrated in negative behaviour and can have an impact on the child's development.

Sexual abuse: Where a child is exploited for sexual gratification. It includes children being involved in sexual activity for financial reward.

Failure to thrive: Where children do not develop physically, emotionally, socially or intellectually due to their needs not being met. If medical causes for failure to thrive have been investigated and ruled out, then abuse may have occurred.

Physical neglect: If a child has not been properly cared for, they may not have basic essential needs such as food, warmth, appropriate clothing, hygiene or medical treatment fulfilled. Physical neglect may also occur when a child participates in a lifestyle that will put their health at risk.


SIGNS TO LOOK OUT FOR

You will get to know your pupils well, as you will be working with each pupil three times a week. There may be changes in behaviour or other signs that give you cause for concern and indicate that the pupil needs help. These signs include:

- change in attitude and behaviour – pupils who were previously enthusiastic and willing to work may become disruptive or behave in a manner that is out of character
- change in moods – the pupil may become withdrawn or sulky, or show changes of mood that are not consistent with your picture of them
- signs of physical injury – cuts, bruises, bumps, burns, fractures, etc
- sexually inappropriate behaviour – the pupil may use sexual language not in keeping with their age group or behave in a sexually inappropriate way
- evidence of self-harm – eating disorders, cutting, running away, etc
- appearance – there may be outward signs that the child is not being cared for, such as dirty clothing, being unwashed and persistent infestation.

CHILDREN SHARING INFORMATION

Not all suspicions of abuse or neglect arise as the result of observations. Pupils may choose to share information with you directly that could be a cause for concern. Whilst lending a listening ear and being a potential source of help, there are certain procedures that you must stick to.



If a child asks you to keep a confidence, you cannot agree that you will not share the information with an appropriate adult, especially if the information may allege abuse or point to abuse having taken place. Confidentiality is not an option if abuse or neglect is suspected. You can let the child know that they are being listened to, taken seriously and that they will be supported. Do not make any promises, or ask leading questions. The process of safeguarding the pupil's rights may lead to a police investigation, and if the child is seen to have been led in any way this may affect the strength of the case. You should also let the child know what you intend to do with the information. Trust should still be in place – you have not told the pupil that you will keep a secret and then later broken that confidence. They will also know that as a responsible adult you are acting in their best interests.

Any disclosures from children or observations that give cause for concern must be reported immediately to the school's Child Protection Co-ordinator – this is often the headteacher or depute head. The Child Protection Co-ordinator will then judge whether the information you give them is a child protection issue and if so will pass on details to the Social Work Department. As an adult working with children, you can exercise your rights to report concerns to police or social work – however, your school's Child Protection Co-ordinator will have experience in dealing with these situations and it is recommended that you refer your concerns to them. Working collaboratively and shared thinking are often the best ways to support a child. If in doubt, pass on information anyway – it is better to be on the safe side than to not report something that could affect a child badly or lead to tragedy.

Information given or observations made should be recorded as soon as possible so that any important details are not forgotten before they are passed on. You may be asked later for information from outside agencies, i.e. social work departments or the police.

Children should be treated with dignity and respect, and any information you have about a child should not be a matter for general discussion. It is of course vital to share concerns with the Child Protection Co-ordinator, but also to respect that you have access to information that should not be discussed openly with others.

SOME RELEVANT DOCUMENTS

The Children (Scotland) Act, 1995

Protecting Children and Young People: Framework for Standards, Scottish Executive, 2004

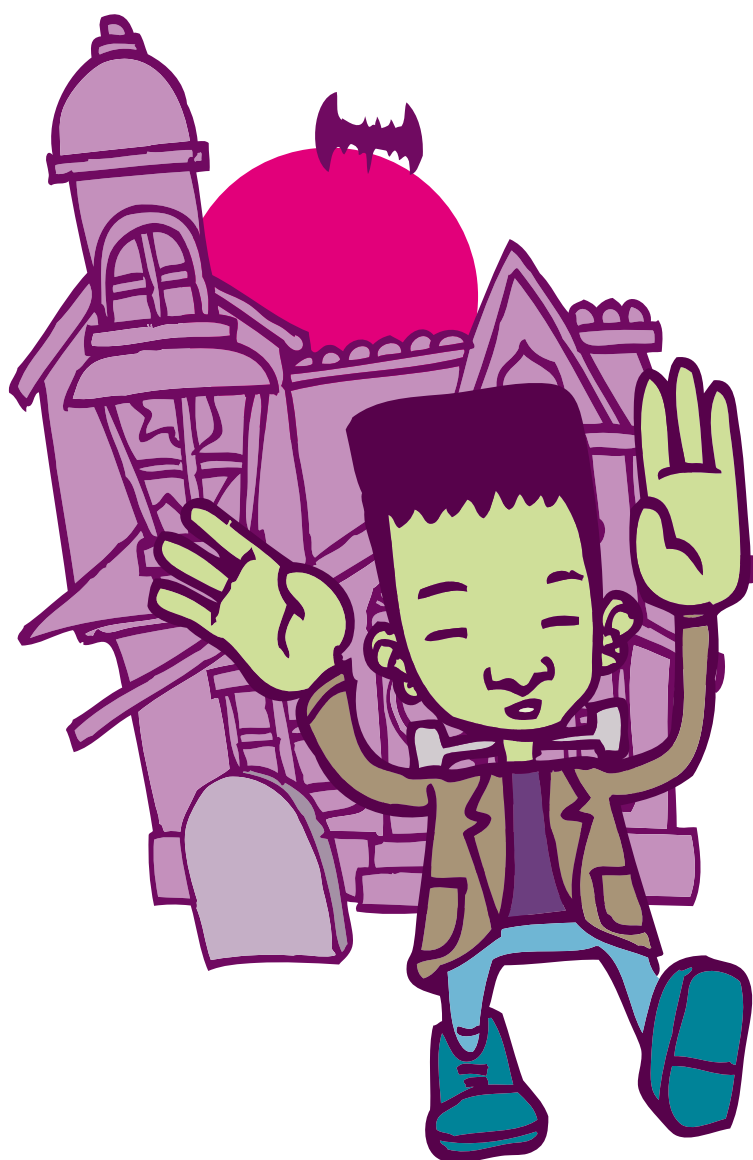
United Nations Convention on the Rights of the Child, 1991



Scotland Reads

TUTOR MANUAL

SESSION TWO MATERIAL





OUTLINE OF TRAINING

During Session Two of your training you will:

- Recap on things you have learned during Session One.
- Learn how to select reading material that will challenge and interest pupils, and the importance of giving pupils opportunities to select their own material. You can refer to the 'Selecting reading materials' guide throughout your placement. You will be asked to complete the 'Action plan grid' to help you select texts with pupils in the first week of your placement.
- Look at 'before and during reading' strategies in some detail. A strategy is a plan or way of working and thinking that helps you achieve a goal. Here the goal is to help pupils become thinking, questioning and enthusiastic readers.
- Try out the techniques you have learned with other tutors. You will record feedback for each other on the 'Paired reading checklist'. Some more footage of volunteers doing paired reading will have been shown to you.
- Understand the importance of keeping a 'Paired reading diary' for each pupil. This helps you look back at how they are getting on and can help you plan for future sessions. It will also help you share information with teachers, parents and, importantly, the pupils themselves. These diaries must be kept up to date and filled in after each session.
- Look at how to complete 'Parent updates'. It is important that parents receive some information about how their child is progressing every eight weeks or so.
- Get some advice from volunteers who tutored pupils in the Scotland Reads pilot. This is outlined in 'Advice from volunteers'.

SELECTING TEXTS

PUPIL INTEREST - MOTIVATING PUPILS TO READ

Whilst it is important that the material you read with a pupil should be appropriate in terms of what they can decode and understand, it is vital that pupils are given the chance to choose reading material that interests them. It is also important that we take account of popular culture and pupil interest outside of school. Research has shown that motivating pupils to read can help address underachievement. The Scotland Reads project aims to boost the self-esteem and confidence of pupils, helping them towards an enthusiasm for reading and a view of themselves as readers.

In 2005, the National Literacy Trust carried out a survey of over 800 primary and secondary pupils in England. The survey explored why some pupils choose to read and others do not. It also gave recommendations to help promote reading for pleasure. Some of the interesting findings of the survey are as follows:

GENDER

- Girls were more positive in their attitudes towards reading than boys.
- Girls would read more if they had more time.
- Boys would read more if they found it easier or more interesting.
- Girls saw reading as worthwhile for the pleasure it gave them, whereas boys tended to see it as worthwhile in terms of getting jobs.
- Girls were more likely to talk about reading with family and friends.
- Boys were more likely than girls to find reading boring and difficult.
- Boys were more likely than girls to read newspapers, graphic novels, manuals and non-fiction books.

WHAT AND WHERE - READING PREFERENCES

- Some of the most popular reading materials outside of school were: magazines, websites, text messages, posters, emails, comics and fiction.
- The most popular types of fiction read were: adventure, comedy, horror/ghost, crime, teen fiction and sci-fi/fantasy.
- At home, pupils preferred to read in comfortable locations such as the bedroom and the lounge. At school, noisy areas such as the playground were the least preferred options.

ACTIVITIES THAT WOULD ENCOURAGE PUPILS TO READ MORE

- Designing websites
- Meeting authors
- Playing games
- Reading groups
- Designing displays
- Choosing stock for library

AGE

- Reading for pleasure declines with age, particularly between primary and secondary.
- Parents tend to be involved more in reading with younger pupils.
- Primary pupils rated themselves as better readers than secondary pupils.



KEY FINDINGS: WHAT SEPARATES ENTHUSIASTIC READERS FROM RELUCTANT READERS?

ENTHUSIASTIC READERS WERE MORE LIKELY TO:

- read frequently outside school
- see themselves as being good at reading
- talk with friends and family about reading
- see that reading is a life skill and can teach them about the world.

SELECTING TEXTS

It is important that the pupil is an active participant in choosing books. Remember to keep interests and preferences in mind. You should also encourage pupils to read a variety of genres – if adventure is always chosen, you can try introducing a new genre that you think the pupil will like, based on your knowledge of their likes, dislikes, hobbies, etc. Think about how the pupil will relate to characters, topics, etc.

New and interesting ideas and vocabulary should be introduced through the reading material. A combination of fiction and non-fiction texts should be read. You should vary sessions with shorter texts that can be read in one or two sessions, and longer texts that will take several sessions to read. Think about how appealing the book or text will look to the reader.



HANDY HINTS

In your first week in school, it is recommended that once you have met with the pupils, some time is spent gathering resources. You may visit the local library, look at the school's existing resources, talk to staff in school or meet with a secondary school librarian from the learning community.

READABILITY/ READING AGE APPROPRIATE MATERIAL

ESTABLISHING READING AGE

Remember, texts read together should provide some challenge as reading is assisted in paired reading. Too easy and the pupil may as well read alone. Too difficult and the pupil may be put off at their lack of success. There are different ways in which you can establish an approximate reading age or stage for each pupil before selecting material to read together:

Chronological age and reading age

Chronological age refers to the pupil's age in years, for example 9 years old. It can be an indication of reading age but be aware that chronological age does not always match with reading age. For example, a 9-year-old pupil may have a reading age of 7 or may have a reading age of 10 and so on. The school may have conducted some standardised reading tests that tell you what reading age the pupil has. If you are not given this information when you start, don't be afraid to ask – but remember, not all pupils will have been tested in this way. If a pupil has a reading age of 9, then you should start by selecting material with a slightly higher reading age.

5-14 National Assessment level

The curriculum is currently under review and national assessments and levels are set to change. However, whilst you are working in schools the 5–14 levels will still be relevant for pupils. Every pupil should have a

level assigned to them and this will help you get a picture of their reading ability. The levels are outlined as follows:

Level A: Achieved by most pupils by P3

Level B: Achieved by most pupils by P4

Level C: Achieved by most pupils by P6

Level D: Achieved by most pupils by P7

Level E: Achieved by most pupils by S2

Please note: Many pupils achieve levels before the end point; for example, pupils pass Level A in P2, pupils pass Level E in P7.

If a pupil comes to you from P5 and is still working towards Level B in reading, then you know that they are not meeting national average expectations and will require support with reading.

If a pupil comes to you from P6 and is working towards Level E, then you know they will require challenges from their reading.

You can start by reading material at the child's level to get a flavour of their ability, then move on to materials graded at a higher level.

Most reading material that you come across will not have a 5-14 level matched to it. This makes selecting material a bit trickier, especially when the pupil has not sat a reading age test recently, but there are ways that you can be helped to make good choices.

READING SCHEMES/BOOKS READ IN CLASS

Having a look at the reading material read in class should give you a good indicator of the level at which the pupil is capable of reading. Books such as those from a reading scheme will be designed to be read with support or guidance from the teacher – if the pupil could read them completely on their own, they would not be developing new skills. These books should be roughly at the level you are aiming for in assisted paired reading. Books that the pupil is reading independently in class will also help you judge reading levels and interest – however, if they are reading them with complete independence then they may be too simple for your sessions together. Do not read books together that have been assigned for homework or that are part of a reading scheme, unless the pupil chooses to do so. Personalisation, choice and widening of reading experiences are key elements to paired reading. Your sessions should not be seen as an extension of class work or as learning support.

BOOK BANDING

Some authorities have put together a list of books with reading age matched. This is often called 'book banding'. Your Local Authority Co-ordinator may be able to make book banding information available to you.

BOOKS MATCHED TO READING AGE

Publishers will often provide information as to the reading age of their material. You can find this on books, usually on the back.

The following is a list of some popular fiction titles matched approximately to reading age.



FANTASY

Age 5–6

The Castle Awakes by Paeony Lewis
Max by Bob Graham

Age 6–8

Flying Lessons by Pippa Goodhart
Butterfingers by J M Trewellard
The Rooftop Rocket Party by Roland Chambers

Age 8–10

The Wolves in the Walls by Neil Gaiman
Mister Skip by Michael Morpurgo
The Hollyhock Wall by Martin Waddell

Age 10–12

Clockwork by Philip Pullman
Groosham Grange by Anthony Horowitz

Age 12+

Shadow of the Minotaur by Alan Gibbons
Mondays are Red by Nicola Morgan
Artemis Fowl by Eoin Colfer

GHOST AND HORROR

Age 5–6

Funnybones by Allan Ahlberg
Ghostly Goings-on! by Pat Posner

Age 6–8

Ghost Goalie by Janet Burchett and Sara Vogler
The Legend of Captain Crow's Teeth by Eoin Colfer

Age 8–10

Ghost for Sale by Terry Deary
The Last Bus by Robert Swindells

Age 10–12

Ghost Writer by Julia Jarman
The Ghost Behind the Wall by Melvin Burgess
Skulduggery Pleasant by Derek Landy
My Friend's a Werewolf by Pete Johnson
Raven's Gate by Anthony Horowitz
Whispers in the Graveyard by Theresa Breslin

Age 12+

Operation Terror by Margaret Mahey
Frankenstein by Mary Shelley

HUMOUR

Age 5–6

I Will Not Ever Never Eat a Tomato by Lauren Child
Truelove by Babette Cole
Room on the Broom by Julia Donaldson
The Cat in the Hat by Dr Seuss

Age 6–8

The Giggler Treatment by Roddy Doyle
The Man Who Wore All His Clothes by Allan Ahlberg
Black Queen by Michael Morpurgo

Age 8–10

Buried Alive by Jacqueline Wilson
My Mum's Going to Explode by Jeremy Strong

Age 10–12

Friday Forever by Annie Dalton
I Was a Rat! by Philip Pullman

Age 12+

Bumface by Morris Gleitzman
Burger Wuss by Matthew T Anderson

ADVENTURE

Age 5–6

Stella Queen of the Snow by Marie-Louise Gay
Bertie Was a Watchdog by Rick Walton

Age 6–8

The Lost Cowboys by Harry Horse
The Legend of Spud Murphy by Eoin Colfer
The Bubblegum Tree by Alexander McCall Smith

Age 8–10

Pirate Diary: The Journal of Jake Carpenter by Richard Platt
Spacebaby by Henrietta Branford

Age 10–12

The Bad Beginning by Lemony Snicket
Hugo Pepper by Paul Stewart

Age 12+

Chasing Redbird by Sharon Creech
Noughts and Crosses by Malorie Blackman
Midget by Tim Bowler
The Highwayman's Footsteps by Nicola Morgan

OTHER (Includes family drama, war, crime, teen fiction, sport, etc)

Age 5–6

Amazing Grace by Mary Hoffman
The Velveteen Rabbit by Margery Williams
Where the Wild Things Are by Maurice Sendak
Mossop's Last Chance by Michael Morpurgo
Harry Keeps His Cool by Margaret Ryan

Age 6–8

The Diary of a Killer Cat by Anne Fine
Bullies at School by Theresa Breslin
The Hodgeheg by Dick King-Smith

Age 8–10

Art Fraud Detective by Anna Nilsen
Defenders by Paul May
Bad Girls by Jacqueline Wilson

Age 10–12

Divided City by Theresa Breslin
Chicken Friend by Nicola Morgan
Two Weeks with the Queen by Morris Gleitzman
The Devil and his Boy by Anthony Horowitz

Age 12+

Dustbin Baby by Jacqueline Wilson
Stiks and Stoans by Andrew Matthews
The Nature of the Beast by Janni Howker

OTHER WAYS OF SELECTING TEXTS

THE FIVE FINGER TEST

This is a simple and quick way to judge how suitable your reading material is in terms of word recognition and decoding challenge. Ask the pupil to spread five fingers across the page of your chosen reading material so that each finger touches a word. Ask the reader to read each word. Then do the same again for another three pages. Of the 20 words that have been touched, the pupil should be able to read at least half of the words. If they can read less than half, then the text may be too challenging. If they can read all of the words or most of the words easily, then the text may be too easy.

USING MICROSOFT WORD

One other way of establishing readability of texts is to use the Flesch-Kincaid Reading Score tool in Microsoft Word. You may find this useful, but be aware that it is not an exact measurement of how challenging a pupil will find a text and shouldn't be used as a main guiding principle. You should also use your own judgement through letting the pupil read some of the text and asking some questions to check for understanding.

- Type an extract from your chosen reading material onto a blank Word document. There need to be at least 200 words.
- Highlight the text.
- Go to 'Tools' – this can be found in the menu bar, usually located at the top of the page and beside other options such as 'Format'.
- Click on 'Spelling and Grammar'.
- If Word does not highlight any errors, then you will see a message asking if you want to continue checking the rest of the document. Click 'no'.
- If Word highlights errors, click either ignore all or ignore rule. Repeat until Word has finished checking the document and then click 'no' when asked if you want to continue checking.
- You will now see a box headed 'readability statistics'. This is your readability scoring guide. Look at the 'reading ease' score.
- The higher the reading ease score, the easier the text is to read. For example, an extract from this document scored 57.3. This is around the level that most people would be able to read, or a pupil in third year of secondary should be able to tackle with ease. *Reader's Digest* would score around 55, and a complex legal document would have a very low score.

You will also see that you are given a 'grade score'. Grade 8 is the equivalent in Scotland to S2, Grade 6 to P7, Grade 4 to P5, Grade 2 to P3 and so on. Remember that you are aiming to read material with the right amount of challenge, so a text that scores a Grade 7 or S1 may be suitable to use with a P6 pupil. One or two grades higher than the pupil's actual stage should provide an acceptable degree of challenge.



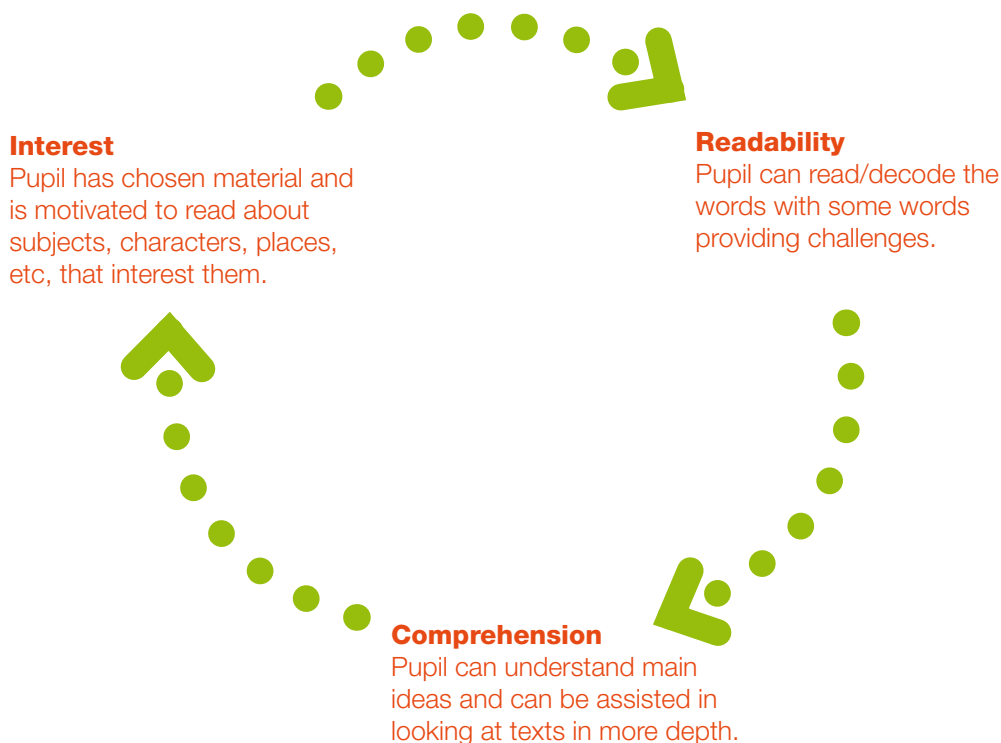
CAUTION

Please bear in mind that this is by no means an exact method for deciding how appropriate your reading material is. Some extracts from teen fiction scored by this method came out with an easier readability score than an extract from fiction aimed at 7-year-olds! You may wish to use it as an extra tool or for the sake of curiosity.

YOUR JUDGEMENT

There is a lot to take in here. However, when all is said and done, these methods are not a substitute for you using your knowledge of the pupil. You will soon know when reading together if your material is the 'right fit'. Ask the pupil a few basic questions about what they have read – they should be able to answer these easily. More probing questions can be used to develop thinking and comprehension – if the pupil answers probing questions too easily on a regular basis, then they may not be sufficiently challenged by the ideas and information in the reading material. Importantly, you want to give pupils a sense of enthusiasm for reading and for them to enjoy your sessions.

You are aiming for a balance of the right levels for:



CAUTION

Please note that you may come across pupils whose reading age is very different from their chronological age. For example, a 12-year-old may have a reading age of 7, or be working on Level B reading in school. A lot of the material suitable for a reading age of 7 does not match with a chronological age of 12. A 12-year-old may be uninterested in and indeed embarrassed by reading a book, say, about talking animals or one that is obviously meant for younger pupils. Talk to the school if you come across this. Many publishers, such as Barrington-Stoke, now address this issue and produce books for a low reading age but with a high interest level.

SCOTLAND READS ACTION PLAN GRID - SELECTING READING MATERIAL - TUTOR

WHO? (PUPIL NAME, AGE, READING AGE, OR 5-14 LEVEL, READING PREFERENCES, ETC)	
WHAT? (TITLES OF BOOKS/ READING MATERIAL THAT MAY BE USED DURING THE FIRST 6 WEEKS)	
WHERE? (LOCATION MATERIAL WAS SOURCED FROM)	
WHY? (REASONS FOR SELECTION)	



BEFORE READING - TAKING IT FURTHER

Before you start to read material with pupils, you have the ideal opportunity to **prepare** them for the reading task ahead and to help them get a better understanding of what they are reading. Think of before reading strategies as a warm-up – you wouldn't go for a run or play a football match without ensuring that you were ready and your muscles were warmed up, would you? A bit of preparation before reading helps pupils **make links with what they know already** and **introduces new subjects** so that pupils are not starting 'cold' or from a position of confusion.

Here are some 'before reading' strategies that you can try out with pupils during your paired reading sessions:

- **LOOK AT THE COVER** when you are reading a book. Talk about the title, illustrations and author.
- **READ THE BLURB**. The blurb sums up information and gives a taste of what is to come.
- **PREDICT** – ask the pupil to predict what sort of text they will be reading using what they know already – is it fiction or non-fiction? What is the purpose of their reading? What genre is it (ghost, fairy tale, science fiction)? What do they think the text might be about?
- **VISUALISE** – make pictures in your mind from the information you have been given – visualise what you can see, hear, smell, etc.
- **LINK TO PRIOR KNOWLEDGE** – discuss what you know already, for example about an author, the subject matter, the setting, etc. This helps to make links with what is to be read, and can aid understanding, particularly when the subject matter is not very familiar. If the chosen text is about the seaside, for example, and the pupil has never been to the seaside before or has limited knowledge, then a discussion can take place to build some background knowledge. Ask the pupil what they would like to learn or get from the text. This will give them a purpose for reading.
- **ASK QUESTIONS** – using question words such as who, what, where, etc, involves pupils directly with the text and when they want to find things out they will be keen to read on.
- **SKIM** – by looking over the text quickly, pupils can get a general sense of what the text is about and what its purpose might be. Things to skim over include: photos, captions, subheadings, index and diagrams if the text is non-fiction, and names of characters, where book is set, chapter titles, etc, if the text is fiction.
- **INTRODUCE NEW VOCABULARY** – if there are words that are specific to the text, for example 'pier' in a book about the seaside, or that may be unfamiliar to the pupil, they can be explained in context. Using illustrations and photos may help here when building up vocabulary.

If you are reading something with a pupil that will be read over more than one session, spend some time at the start of each session recalling the story or information learned previously before you continue to read.

DURING READING TAKING IT FURTHER

Whilst you read with pupils, you can help pupils **get more out of their reading** and **develop their understanding**. From time to time during reading there will be some 'natural breaks' such as the end of a paragraph where you can use some techniques to **improve the thinking skills** of both you and the pupil and to review what has been read. You will soon judge how often it is appropriate to stop – some pupils prefer fewer stops in their reading flow, whilst others welcome opportunities to discuss and to be supported.

Pupils should feel comfortable and not as though they are under test conditions or that there is always one hard and fast answer. **Avoid saying 'no' or 'you are wrong'** – try to ask questions that will help the pupil or tell them what they need to know. Tell pupils that it is OK to say 'don't know', but that you will both look at ways of finding the answer. Remember, **the pupil is not in class** and has built up a good relationship with you – whilst encouraging thinking, you don't want to push them too hard or put them off reading for pleasure. Continue to use praise.

Here are some 'during reading' strategies that you can try out with pupils during your paired reading sessions. You **won't use all of the strategies** in every session, and they can be **used in any order**.

STOP AND CHECK FOR UNDERSTANDING

Pupils should realise that reading is not a race and that every so often it is **useful to stop and check that you have understood what you have read**. Can pupils answer questions or explain what they have read to you as their partner? Can they predict what will follow?

SELF-CORRECTION

When a pupil makes an error, such as reading a word incorrectly, you are already used to giving them some thinking time to put it right. You can now look at ways of **helping them to get it right for themselves**, rather than you as their partner always giving the answer straight after the wait time. They can **read the sentence again** and think about whether the word they have used makes sense or not. For example, if they read 'Ben was always fighting with **her** brother', then the correction should be fairly obvious.

They can also **use their knowledge of grammar** to make sense of texts. Errors made that don't follow grammatical conventions could be 'She walked **quick**' (not realising it should be an adverb) or 'We can **ear** lots of different things' (not realising the need for a verb in sentence. Correct word could be either 'hear' or 'eat', depending on the first letter).

Sometimes looking at the first letter will help, and pupils can try **sounding out** the word or part of it. Are there any sound patterns or words within the word that they recognise? It may also help to break the word up into different parts or syllables, for example 'in-ter-est-ing'. You can also direct pupils to **illustrations** to look for clues.

Sometimes **punctuation errors** may be made – if, for example, a pupil fails to recognise full stops, then the text will not flow correctly and meaning will be lost. Similarly, not using exclamation marks can also impair meaning and expression. As their partner, remember to act as a good role model for reading, including the correct use of punctuation.



RE-READ TRICKY PARTS

If pupils come across a word that they don't **know the meaning of**, they should be encouraged to **work it out from the context**. By reading the sentence where the tricky word is found again and perhaps the sentences around it, and by taking the word out and replacing it with another, pupils can often work out meanings for themselves. However, **don't spend too long on this**; if a pupil cannot work it out fairly quickly, then tell them the meaning. You don't want reading to be a slog for them or for them to feel that they are not doing well – explain that you also sometimes come across words that you are not sure of. Some words may be **subject-specific specialist vocabulary** and you may have introduced these already before reading. **Other words may not be able to be worked out** from the context, and you may wish to give more support such as clues and referring the pupil to illustrations or similar words that they know already.

ASKING QUESTIONS

In order to be **thinking readers**, pupils should be **asking themselves questions as they are reading**. As their partner, **you can model** out loud this type of questioning and let the pupil know what you are thinking. For example, when reading a fiction text you may ask yourself why the character is acting in a certain way, what has happened to them in the past, what is going to happen next, what the setting would be like to live in, etc. When reading a non-fiction text you may ask yourself questions such as why there is a chart on the page, how a machine works, etc. By asking themselves questions, the pupil becomes more involved with the text, is keen to read on and develops a better understanding.

VISUALISE

Make pictures in your mind from the information you have been given – visualise what you can see, hear, smell, etc. The pupil will be used to doing this as part of the 'before reading' strategies, and can continue to visualise to **breathe life into the text and to personalise it**.

LINK TO PRIOR KNOWLEDGE

This is valuable, **not just before reading but at all stages in the reading process**. This helps the pupil make connections between what they are reading and their own experiences, and can form part of your discussions. For example, if reading a chapter where friends fall out, you can share experiences of times when you have both had disagreements with a friend. If reading about how hot it is in the desert, you could talk about a time when you have both felt really hot or been to a hot place.

PAIRED READING CHECKLIST

BEFORE READING - HAVE YOU

- ...put your partner at ease? ☐
- ...recapped on previous session? ☐
- ...looked at title, illustrations, author and blurb? ☐
- ...asked questions about what is known already? ☐
- ...found out what the pupil would like to know? ☐
- ...if text read before, talked about what you read previously? ☐

DURING READING - HAVE YOU

- ...read together at the same pace? ☐
- ...given time for errors to be corrected? ☐
- ...pronounced error words correctly and asked partner to repeat? ☐
- ...allowed or encouraged partner to read alone? ☐
- ...returned to reading together if errors not corrected? ☐
- ...asked questions? ☐
- ...pointed out features of the text, such as diagrams, charts, illustrations? ☐
- ...used lots of appropriate praise? ☐

SCOTLAND READS PAIRED READING DIARY



TUTOR:		PUPIL:				WEEK BEGINNING:	
DAY	READING MATERIAL	TIME	COMMENT ON EFFORT AND ATTITUDE	COMMENT ON READING WORDS, PUNCTUATION, EXPRESSION	COMMENT ON UNDERSTANDING AND DISCUSSING		
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

READING UPDATE



PUPIL _____

TUTOR _____

DATE _____

SOME THINGS WE HAVE READ

COMMENTS ON READING

COMMENTS ON EFFORT AND MOTIVATION

PUPIL COMMENT

IN-SCHOOL CO-ORDINATOR COMMENT AND SIGNATURE:

SCOTLAND READS PAIRED READING UPDATE PARENT SLIP

PLEASE COMPLETE AND RETURN TO THE CLASS TEACHER.

I HAVE RECEIVED THE UPDATE ON MY CHILD'S PAIRED READING SESSIONS.

PUPIL NAME _____

DATE _____

SIGNATURE _____

COMMENTS _____



ADVICE FROM SCOTLAND READS VOLUNTEERS: THINGS TO BE AWARE OF



HANDY HINTS

Volunteers from the pilot were asked to think about things that would help tutors and schools in the future make the most of the paired reading experience.

ADVICE FOR TUTORS

- Make sure you create a friendly, relaxed atmosphere for pupils.
- Use resources like the library and the internet.
- Wear appropriate clothing.
- Be punctual.
- Build a positive relationship with the In-School Co-ordinator.
- Let the school know as soon as possible if you are going to be absent or late.
- Inform staff if you have a medical condition.
- Be polite and be careful what language you use.
- Show interest in material chosen by pupils.
- Ask questions if you are unsure of anything.
- Do not act as if you are a teacher.
- Do not show frustration with pupils if they get distracted or force them to read a particular book.
- Be friendly with school staff and never undermine them, especially in front of pupils or other staff.

Please note that some points, for example appropriate clothing, will not be necessary for those already established in schools to note.

ADVICE FOR SCHOOLS

- Appreciate that project is voluntary, and tutors are not teachers.
- Welcome tutors into school.
- Understand any travel issues that may arise, eg in winter.
- Let tutors know your expectations for dress.
- Explain staff etiquette, for example tea and coffee rotas, seating, etc.
- Make sure all teachers in school aware of tutors' role.
- Have regular contact between tutor and In-School Co-ordinator.
- Do not put tutors in situations they are uncomfortable with or not qualified to deal with.
- Offer internet access where possible.
- Do not criticise tutors in front of staff or pupils.
- Help with initial guidance about reading levels.
- Make tutors aware of procedures for collecting next pupil, such as a laminated star sent to relevant class and pupil.
- Let tutors know in advance when pupils will not be there because of trips, events, etc.
- Provide a quiet area where pupils will not be distracted.
- Ensure that timetables are not overloaded.

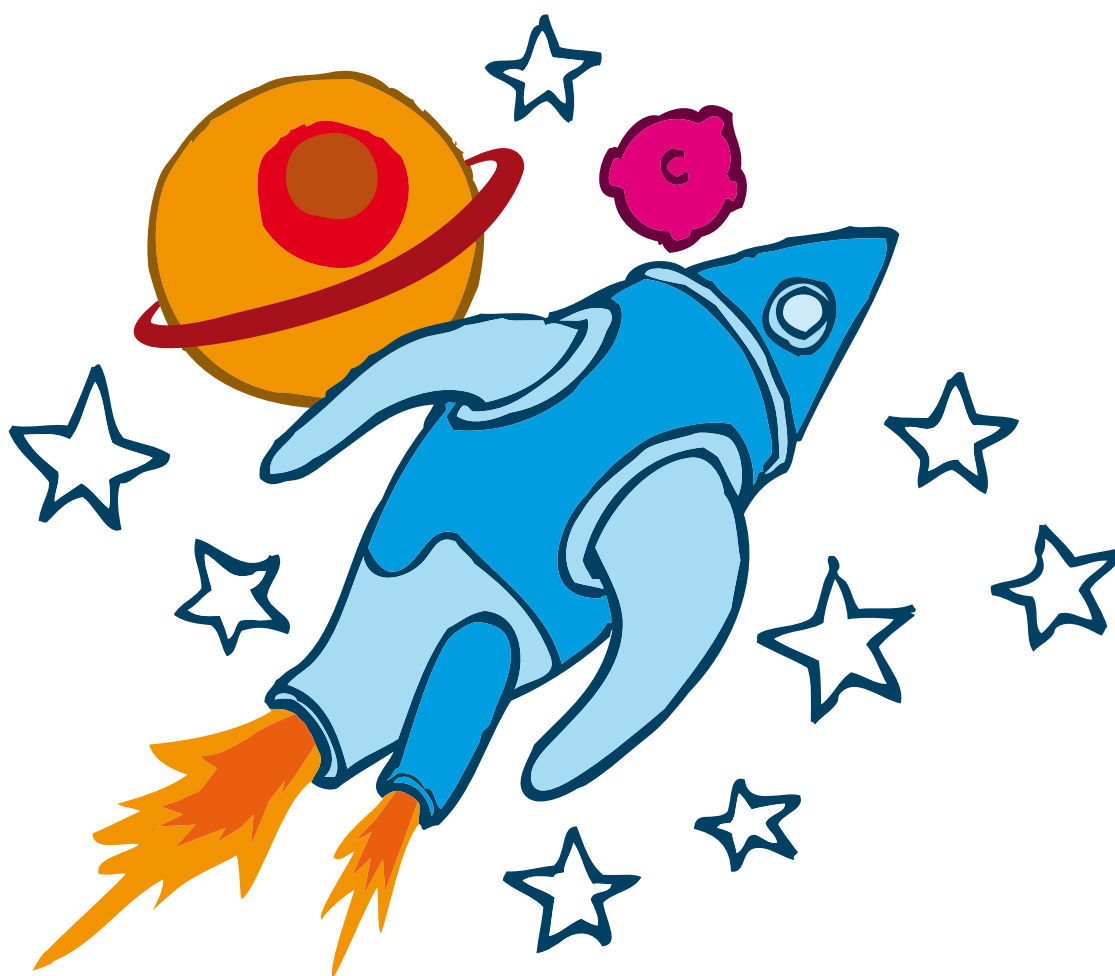




Scotland Reads

TUTOR MANUAL

SESSION THREE MATERIAL





OUTLINE OF TRAINING

During Session Three of your training you will:

- Review successes and challenges from the project so far.
- Look at 'after reading' strategies in some detail. Remember – a strategy is a plan or way of working and thinking that helps you achieve a goal. Here the goal is to help pupils become thinking, questioning and enthusiastic readers.
- Share your favourite fiction and non-fiction titles to read with pupils through 'Top ten titles'.
- Look at different approaches to paired reading that will add some variety to your sessions once you have established the basic techniques.
- Look at varied reading materials, such as websites and graphic novels, to engage your pupils.
- Reflect on transferable skills, such as organisation and communication, that you have gained as a result of your involvement in Scotland Reads Paired Reading Partners.

AFTER READING TAKING IT FURTHER

When you have finished reading a text for the day or your session is drawing to a close, you should make time to use some 'after reading' strategies. Taking stock of what you have read will give pupils a chance to reflect on what they have read and can help again with understanding. Some extra activities such as artwork can be added here. There is also now the opportunity for you and the pupil to evaluate how well you are reading together, and whether what you've been reading was enjoyable.

Here are some 'after reading' strategies that you can try out with pupils during your paired reading sessions. You **won't use all of the strategies** in every session, and they can be **used in any order**.

SUMMARISING

Here you **review the main ideas** contained within your text. Events can be put in **chronological order** using words such as first, next, then, finally, etc. A text can also be summarised by asking **questions** such as who, what, why, where and when. Pupils can think of **suitable headings** for paragraphs – this demonstrates that they can sum up key points and the author's message. Key words can be highlighted, and the pupils can be asked what parts were most important to them. A text can be **sequenced** with the main ideas put in the best order in a chart or map. You may have to model some of these skills for pupils at first.

ASKING QUESTIONS

This is something that is done **throughout the reading process**. Pupils can be encouraged to think aloud and ask themselves questions. As their partner, you may wish to ask a variety of questions that will show how well the pupil has understood their reading.

DISCUSS AND COMPARE OPINIONS

After reading you can both **evaluate the text**. Did it meet your expectations? What bits did you like best/least? Could improvements be made? Would you recommend this to someone else?

You and the pupil can also **evaluate your reading**. You can think about how well you were reading and thinking, how you might do things differently and ways you can improve. You will already have been carrying out a form of evaluation when you complete the paired reading diary. It might now be useful to **involve the pupil more in assessing their own progress** – to help with this you can use the Two Stars and a Wish templates provided. In the star sections, pupils comment on what they think has been positive about the session. The wish section is where they think about an area they can improve upon. Whilst this is a useful exercise, don't do it every time you meet with pupils as they may get bored with it. Use your judgement and find the strategies that best suit each individual pupil.

LINK TO PRIOR KNOWLEDGE

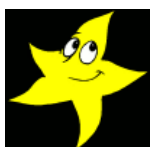
You and the pupil will have discussed what they knew before and during reading. After reading they can **think about what they have learned**.

ACTIVITIES

Pupils can transform what they have learned into **different formats**. This helps knowledge to 'sink in'. Examples might be making maps, charts or diagrams from information you have read, or making up quizzes, drawing pictures, using IT, etc.



TWO STARS AND A WISH



TWO STARS AND A WISH



TWO STARS AND A WISH



TWO STARS AND A WISH



DIFFERENT APPROACHES

By now you will have used the tried and tested paired reading technique for around 6 weeks – well done! You may wish to vary your sessions from time to time with some new approaches.

READING ALOUD TO PUPILS

This gives you the chance to model good reading habits with regards to expression, use of punctuation, thinking aloud, etc. The pupil should follow the text silently with you, ie they should be able to see the text and not just listen without looking. The pupils can ask you questions about what you have been reading!

SILENT READING

Both you and the pupil read alone silently for a short time. You can read the same or different texts, and discuss what you have read later. This gives readers a bit of quiet time, and can encourage the sort of good reading habits that pupils will use when they read alone outside of the sessions. Sometimes reading quietly can be a welcome break for pupils from more noisy environments and doing this every so often may encourage them to read more for pleasure in their own time. Texts used for independent reading can be a bit simpler than the ones you read together. Of course, the pupil should still be welcome to ask you for help if they are finding bits of their reading tricky.

ECHO READING

This is a bit like reading aloud to pupils, but you model the reading of a section of text and then the pupil reads the same section. This gives them practice in using expression, pronouncing new words, etc.



VARIED READING MATERIALS

You should be pleased with the efforts you have made so far. Here are some ways that you can 'spice up' your sessions and widen the range of reading materials that pupils come across.

USE WEBSITES

You can do some research into some of the authors you have read. Many popular authors (such as Nicola Morgan, Raymond Briggs, Roald Dahl, Allan Ahlberg and Michael Morpurgo) have lively and interesting sites that you can read together. You can also look at websites that review and rate books for children. This might be particularly helpful if you are trying to get the pupil to read different types of books. Your Local Authority Co-ordinator or In-School Co-ordinator may be able to give you a list of these. Some sites also allow you to post your own book reviews.



CAUTION

As you will be aware, the world wide web is a place where a multitude of information from a huge number of sources can be found. Not all material on the web is suitable for young people – use the list that a Co-ordinator has given you, or, if you find a new site, check with someone in school whether they think it is suitable.

READING COMICS AND GRAPHIC NOVELS

Research has shown that many young people, particularly boys, enjoy reading comics and graphic novels. If your pupil is one of them, then you may want to introduce comics and graphic novels to keep their interest in reading going or to boost flagging sessions. Despite some articles in the press that suggest that they are not worthy things to read in school, some graphic novels have quite complex language and ideas that can challenge pupils. Onomatopoeia and alliteration are used frequently, as are techniques to build up tension and to show the passage of time. The pictures, humour and adventure found within can be very motivating. It is not recommended that you read comics or graphic novels all the time – simply that they can be used on occasion.

READING MAGAZINES AND NEWSPAPERS

As with comics and graphic novels, pupils will come across newspapers and magazines in their everyday lives and may enjoy reading them. Rather than looking at whole newspapers or magazines, you can highlight certain articles that may be of interest. You can point out features such as headlines, bold print, persuasive language, exaggeration, etc.



CAUTION

As with the internet, make sure that the graphic novels, comics, magazines or newspapers you look are suitable for young people to read. Disturbing images, adult content, articles of a sexual nature, etc, should obviously not be looked at. If in doubt, check with someone in school.

TRANSFERABLE SKILLS

CONFIDENCE AND SELF- ESTEEM	
COMMUNICATION AND SOCIAL SKILLS	
ORGANISATIONAL SKILLS	
TEAMWORK	
WHAT NEXT?	



EFFECTIVE QUESTIONING AND THINKING

At this stage, you and your partner are comfortable with the basic paired reading technique. You know your partner's likes and dislikes, and you use some 'before reading' strategies to introduce new texts and to get each session off to a good start. You may also have tried some 'during and after reading' strategies to help get more from your sessions and to add variety.

This section moves things up a gear for both you and the pupil. By asking thoughtful questions and asking the pupils to demonstrate or apply their knowledge, you are encouraging deeper thinking. Pupils become more actively involved in their learning and can develop better concentration. Do you ever read something when you are tired or not concentrating and realise when you get to the end of it that you can't recall anything that you have read? Pupils may often find themselves in this position, especially if they are reading alongside you and putting all of their efforts into saying the words correctly. Taking a break every so often to ask questions and to allow pupils to use their knowledge in different situations should help them to focus more on reading for meaning.

If you use 'during and after reading' strategies, you will be stopping and checking for understanding, trying out some activities, making links with prior knowledge, summarising and encouraging pupils to think aloud and ask questions. This section aims to develop your questioning technique to help you ask fat questions, as opposed to thin ones. Fat questions need time and nurturing, whilst thin questions allow for only limited responses and don't challenge pupils' thinking. This section will also give you a wider range of activities to use with pupils and explains in more detail the reasoning behind types of questions and activities. Your questioning and thinking will move from lower order (less demand on pupils) to higher order (more demand on pupils). This may be particularly beneficial for more able pupils or those who are ready for a challenge.

Links with 'before, during and after reading' strategies have been highlighted to help you make connections with some things that you know already and to help you see where these new categories fit in.



CAUTION

Some pupils may find the basic paired reading techniques and 'before, during and after reading' strategies to be enough of a challenge. Not all of the higher order questioning and thinking skills will be appropriate for every pupil. Use your judgement – you don't need to use all of the ideas in the categories – find the ones that work for you and the pupil.

DEVELOPING HIGHER ORDER QUESTIONS AND THINKING

Here are some ways of explaining the development of questioning and thinking. There are five different groups or categories:

- Remember
- Understand
- Compare and look for patterns
- Evaluate
- Use and create

Each category demands a different level of thinking. For example, when you ask pupils to ‘remember’, they are thinking less deeply than when asked to ‘understand’ or ‘evaluate’. The categories are based loosely on a well-known six-level grouping of thinking skills called ‘Bloom’s taxonomy’. For the purposes of Scotland Reads, Bloom’s taxonomy has been adapted to be a bit simpler and to meet the needs of this project.

REMEMBER

The types of questions you ask here require the pupil to recall simple facts and information. Knowledge of dates, times, events, main ideas, etc, can be assessed. In a book about healthy eating you might ask a question such as ‘Why do bodies need calcium?’ Despite the fact that these are fairly straightforward questions, they can be improved by using words such as who, what, why, where and when. This ensures that questions are open, not closed.

Examples:

- Who are the main characters? What does the setting look like? Where is the story set? How often do dogs need to go for walks? Why do plants need water? When did the war start?
- List the main characters. List the names of the planets, etc.
- Label the diagram.
- Give an example of...

When asking pupils to recall or remember information, you will often be asking literal questions. Literal questions are questions where the answer is ‘right there’ in the text, and the pupil does not have to dig too deeply or demonstrate a high level of understanding. In a book where a sentence stated ‘Police dogs are trained at Pollok Park’, a literal question could be ‘Where are police dogs trained?’



LINKS TO ‘BEFORE, DURING AND AFTER READING’

Stop and check for understanding (during reading)
Asking questions (during and after reading)

UNDERSTAND

If the pupil has been able to recall facts from their reading then they will have a basic level of understanding when they are reading. However, here we look at taking that knowledge recall to a higher level by asking the pupils to show that they have grasped meaning and can explain ideas. They are asked to interpret information, predict, state main ideas and summarise what they have read.

Examples:

- Explain why the character acted in a certain way.
- What do you think the writer is trying to tell us here?
- What is the main idea in this section?
- Can you sum up in your own words what we have just read?
- Give a heading or title for each paragraph.
- Based on what you have read so far, what do you predict will happen next?
- How do you think the character felt?
- Looking at the graph of favourite foods, what can we say about how popular healthy snacks are?
- Explain in your own words how plants grow.



Using the example of the healthy eating book, you may get pupils to show understanding by asking 'If you ate chips every day, why would this be unhealthy?' This requires the reader to answer a question based on information available. It may not have stated in the book that eating chips every day is unhealthy, or given reasons why chips are bad for you. Information may have been given by telling the reader that junk and fried foods are full of saturated fats. Then there may have been an explanation of how saturated fat can clog arteries and cause heart disease. Pupils can answer the question about chips by putting together the information they have read.

Inferential questions require similar skills from the reader and can be used to help pupils demonstrate a deeper level of understanding. They are asked to read between the lines and look for clues, and have to dig deeper than when answering more straightforward literal questions. Answers may be found in different places in the text. They can predict what might happen next or how a character might behave by using information that they have read. Look at this example. 'As James hurried home, he kicked a pile of crunchy brown leaves and pulled his scarf tighter.' Although it doesn't state what season James's journey home is set in, pupils can infer that it is autumn due to the clues given in the sentence.

Other ways of getting pupils to show understanding is by asking them to explain their thinking or give reasons for their answer. If you are reading a book about butterflies and you ask the pupil 'What form does the creature take before it becomes a butterfly?' and the pupil answers 'chrysalis', then you can prompt the pupil into thinking deeper by asking them to explain to you in their own words what a chrysalis is. This shows that they are not simply recalling stages and words in order, but have understood a process that has been described in the book. If you ask a pupil 'What was the character's favourite food?' and they reply correctly, this may be a lucky guess. By asking the pupil to give evidence for their answer or give examples of times when the character was eating these foods, they are showing they understand what they have read and are not just guessing or remembering scraps of information.



LINKS TO 'BEFORE, DURING AND AFTER READING'

Stop and check for understanding (during reading)
Asking questions (during and after reading)
Summarising (after reading)

COMPARE AND LOOK FOR PATTERNS

By comparing and contrasting different things that they have read, pupils look for similarities and differences and can again show that they have an understanding that goes beyond the surface level. When looking for patterns, they can demonstrate their knowledge of a range of different types of texts. Patterns might include how the story is put together, for example a fairy tale starts with once upon a time, has a happy ending, etc. A grasp of how information texts are put together may be shown by predicting that there will be an index and a glossary, etc.

Examples:

- In what ways are the two characters similar/different?
- How does the way this information on bikes is put together compare to the way it was presented in the other book you read?
- How does the information compare in the graphs/charts?
- Break the story down into different parts.
- What are the basic parts to a set of instructions?
- Compare the themes in the last two stories we have read.



LINKS TO 'BEFORE, DURING AND AFTER READING'

Asking questions (during and after reading)

Link to prior knowledge (before, during and after reading)

EVALUATE

When you evaluate something, you assess its value or worth. Put simply, pupils form opinions, judge what they have read and make decisions and recommendations. Your reading partner may feel at ease with these questions as there are no hard and fast answers, and they can be included in your general informal discussions. However, they should still be encouraged to give reasons for their answers, rather than, for example, just stating that they thought a book was boring. When evaluating texts with your reading partner, learning is active rather than a case of the pupil not being directly involved and only absorbing information.

Examples:

- How well was the story written? Why?
- What did you enjoy most about this book?
- How would you rate it for other readers?
- What authors would you recommend to your friends? Why?
- How believable was the character?
- How effective was the setting? What could you visualise?
- Which text gave you the most useful information?
- What changes would you recommend that the author could make?



LINKS TO 'BEFORE, DURING AND AFTER READING'

Discuss and compare opinions (after reading)

Link to prior knowledge (before, during and after reading)

USE AND CREATE

When using information, the reader can apply it in different situations and solve problems. When creating, they take information and invent or produce new ideas based on what has been learned. For example, you may have been reading a book that has a recipe for fruit salad in it. Using the information would mean carrying out the instructions and making the fruit salad. Creating would involve making or writing your own recipe based on information gained from your reading. Similarly, you may use information when making a model based on instructions in a book, and you can also create your own new model on a similar theme.

Using information can involve putting things into different categories, experimenting, demonstrating and recording. Creating can involve inventing, composing and designing. When pupils are involved in using and creating, they are applying the knowledge they have gained and putting it to use.



Examples:

Using

- Draw a map to show the character's favourite places.
- Make invitations for a character's birthday based on what you know about them.
- Make up a quiz about this book for other readers.
- Make a model of a character out of plasticine.
- Make a model of the island you read about.
- Can you group these five animals into the different categories you learned about?
- What foods would give you energy? What foods make you strong? Make a chart.
- Can you show me how the character would have walked through the door that day?
- What questions would you like to ask the astronaut now that you have read about his experiences?
- Draw the character based on their description.

Creating

- Prepare a healthy menu based on what you have read.
- Design a new front cover for the book.
- Make a cartoon strip of the character's next adventures.
- Invent a new sandwich filling/new method of transport, etc.
- Imagine you wake up and find that you have been transformed into the character. What would you do in a typical day in your house?



LINKS TO 'BEFORE, DURING AND AFTER READING'

Stop and check for understanding (during reading)
Activities (after reading)



HANDY HINTS

Give pupils time to think – this is often called 'thinking time' or 'wait time'. Don't just jump in straight away with answers or pupils will expect you to do the thinking for them!

Make a statement and ask the pupils whether they agree or disagree with it. For example, if you were reading about how plants grow, you could say 'Plants should be kept in a dark room.' The pupil uses their knowledge to explain whether they agree with you or not.

Let pupils ask you some questions! This will ensure that they see you as working as a team and it is a good way to get them thinking about their reading.



NOTES



NOTES

Scotland Reads Paired Reading Partners Tutor Manual shows how to use paired reading techniques and work with schools in an imaginative yet purposeful way. Information is presented clearly in a colourful, user-friendly layout. All essential resources have been provided and this manual aims to be an invaluable guide that you can dip in and out of during your time as a Scotland Reads tutor.

Split into three training sessions, the manual gives information and resources to develop your skills over time, not just in paired reading, but in areas such as organisation and communication.

Coverage includes:

- **Preparation for working in schools – looking at travel arrangements, getting to know staff and pupils, timetables, school details and child protection**
- **Comprehensive coverage of paired reading techniques**
- **Information on how to select appropriate texts**
- **Keeping records**
- **Strategies to challenge pupils**
- **Effective questioning and thinking**
- **Reflection on transferable skills gained**

The package also contains handouts that are available on the CD for ease of copying.



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